



City of Edinburgh

Child Protection Learning and Development Strategy

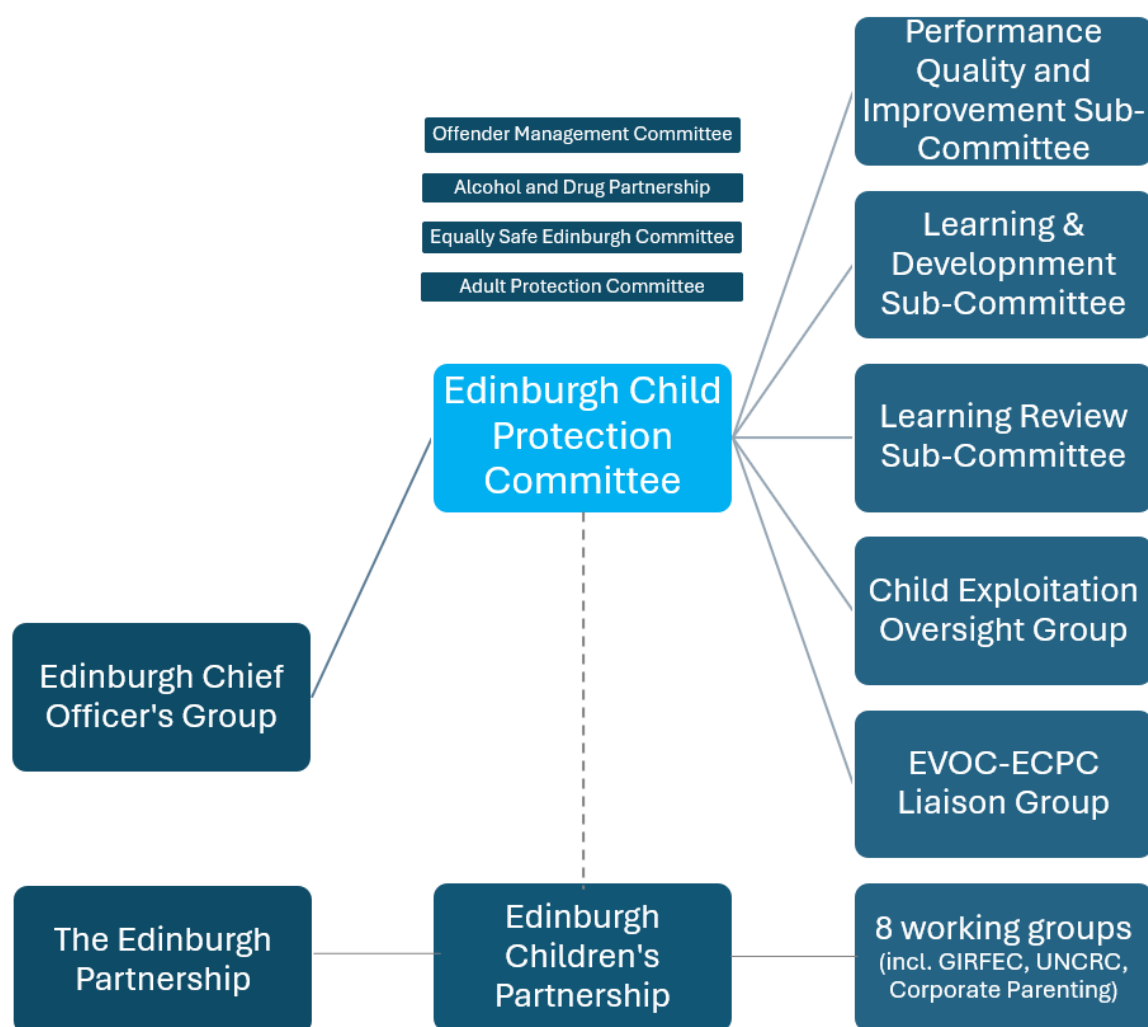
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Introduction

The Edinburgh Child Protection Committee (ECPC) is the inter-agency strategic partnership, responsible for the design, development, publication, distribution, dissemination, implementation and evaluation of child protection policy and practice across the public, private and wider third sectors in the City of Edinburgh area. Through our local structures and membership, we provide individual and collective leadership and direction for the management of child protection services.



Edinburgh Public Protection Structure

Every organisation and individual member of the workforce is responsible for learning and development, in order to maintain a level of knowledge and skill required to keep children safe.

Learning and Development is also integral to ensuring continuous improvement in child protection practice across the city.

The Edinburgh Child Protection Committee, through the direct work of the Learning & Development Sub-Committee, assures high quality, effective child protection learning experiences for everyone who works both directly or indirectly with children and families in the city. This includes partner agencies, and those working in private, independent and voluntary sector roles. You can find out more about the CPC and Sub-Committees at [Edinburgh Child Protection Committee pages](#).

Our intention is to collaborate across the multi-agency partnership to ensure that our workforce is competent, confident and resilient in engaging safely with all adults, children and young people. Learning and development opportunities are shared in single-agency and inter-agency forums based on the needs of the workforce, learning foci, and intended outcomes. This is in line with the [National Child Protection Learning and Development Framework](#) 2024.

Aim

The aim of this strategy is to effectively implement a multi-agency learning and development framework that supports our entire workforce to be confident and competent in their child protection practice and therefore ensure continuous improvement.

Key Objectives

- To promote shared learning and collaborative practice to achieve better outcomes for children, young people and their families.
- To outline learning and development opportunities open to all staff and volunteers, providing the opportunity to acquire, update and maintain the skills, knowledge, and confidence necessary to respond to child protection concerns.
- To offer learning opportunities that support everyone to understand and operate in accordance with Child Protection national guidance, local multi-agency procedures and any additional policies/procedures held by their own organisation.
- To outline appropriate learning pathways and how to access these, which aids planning and evaluation of multi-agency learning.
- To highlight how learning is organised, evaluated and improved to ensure it is making a difference.

Key Themes

As identified through [Getting it Right for Every Child \(GIRFEC\)](#); the [National Guidance for Child Protection Scotland 2021 \(updated 2023\)](#) and the [National Framework for Child Protection Learning and Development in Scotland 2024](#), key themes for a proactive and preventative child protection system run through our learning and development opportunities:

- ✓ rights-based approach (supporting and embracing UNCRC)
- ✓ needs-led/strengths-based approach (supporting relationship-based practice)
- ✓ trauma-informed/enhanced practice (supporting understanding of childhood adversity and trauma)
- ✓ holistic assessment (supporting strengths/resilience, identifying risk/concerns within a child's experiences)
- ✓ recognising diversity and inclusion (supporting sensitivity of language, culture and communication differences)

Agency Responsibilities

Employers – have responsibility to ensure that their staff receive relevant training to ensure they are competent and confident in carrying out their duties and responsibilities for safeguarding and promoting the welfare of adults, children and young people.

Employers also have the responsibility to identify resources and support for both single agency and interagency training, taking into account individual staff have differing training needs dependent on their degree of contact with children and young people.

Employers should also ensure that qualified staff who undertake specialist roles receive the corresponding level of specialist training.

In order to do this, agencies and services are strongly advised to develop their own Child Protection Learning and Development Strategy or Framework that compliments the [National Guidance for Child Protection 2021 \(updated 2023\)](#); the [National Framework for Child Protection Learning and Development in Scotland \(2024\)](#); and the local multi-agency approach to Learning and Development outlined in this document.

Personal and Professional - There is an expectation that paid staff and volunteers, at all levels, across all disciplines, should be responsible for continuing their own learning and development by updating their skills and knowledge in safeguarding and promoting the welfare of children and young people. This can take many different forms. The highlights that, as well as attending formal learning events, it can involve:

- e-learning modules
- 7-minute briefings or practice briefing notes (PDFs or delivered)
- practice development sessions (lead by peers or frontline staff)
- reflective logs or discussion groups
- topic-based network lunches
- coaching and mentoring
- shadowing colleagues in different services
- blogs and podcasts
- newsletters and digital learning and development bulletins
- cascaded learning events and training-for-trainers events
- digital and technology-based tools e.g. virtual goggles, Sway, Articulate Rise
- Action Learning Sets
- Communities of Practice (local or across geographical areas).

Learning and Development expectations for the individual are usually linked with the expectations of their employer and/or overarching organisations with whom an individual is registered or has membership. For example, Scottish Police Authority; Nursing and Midwifery Council, General Medical Council; Scottish Social Services Council; General Teaching Council; Health and Care Professions Council; Professional Standards Council; British Association of Counsellors and Psychotherapists or an equivalent regulatory body.

Multi-Agency – We all have a shared responsibility and role in ensuring children and young people live safely and thrive in our communities. There is a critical need for all services across multi-agency partnerships to work more closely together. This includes all workers and volunteers in any role supporting children, young people and adults. The learning and development strategy supports and encourages inter-agency working by enabling shared learning and reflective practice where staff can develop behaviours, skills, and knowledge for greater inter-professional dialogue and cooperation.

Implementation of the strategy

The Learning and Development Sub-Committee is responsible for the implementation and review of the multi-agency Child Protection Learning and Development Strategy.

The Sub-Committee comprises of representatives from multi-agency children's services in both the statutory and the voluntary sector. The primary role of the Learning & Development Sub-Committee is to support the training and

development functions of the Child Protection Committee ([Terms of Reference](#)). The work plan relates directly to the [Child Protection Improvement Plans](#).

The Child Protection Learning and Development Strategy will initially run for 3 years 2025-28 when a review will be undertaken.

A Framework for Child Protection Learning & Development

The [National Framework for Child Protection Learning and Development in Scotland 2024](#) has been adopted in this strategy to aid staff and services in determining the level awareness, knowledge and understanding expected of each member of the multi-agency workforce. Although, it recognises there will be movement between groups when roles change.

There are 4 tiers (see figure 1), and each agency or service has the flexibility to determine how their own employees or volunteers fit within the framework. The framework is not intended to emphasise hierarchical systems but is structured to reflect the degree of responsibility for child protection knowledge and understanding expected of each workforce group in their day-to-day roles. This is highlighted by the different skills listed in each tier.



For more details of the knowledge, understanding and skills expected by each workforce category, please see pp.12-16 of the [National Framework for Child Protection Learning and Development 2024](#).

Staff and volunteers across all public-facing services in Edinburgh and regardless of role and remit, require a minimum awareness of child welfare, safety and protection. This involves the **4 Rs**:

- **Recognise** harm or risk of harm to children when you see, hear or experience it
- **Respond** by sharing your concerns with a Manager or Lead for Child Protection/Safeguarding
- **Record** key information using the child's own words and share and/or store within your service's requirements
- **Report** knowing when to pass information to emergency services (if imminent risk) or to child protection services.

As roles or remits lead to increasing contact with children and their families or become more specialist, additional skills, experience or expertise, additional learning will be required in order to feel confident and competent in addressing child protection needs for children.

Accessing Learning

The Edinburgh Child Protection Committee (in conjunction with other areas of Public Protection) will offer a range of opportunities for the whole workforce.

Learning opportunities provided through the Edinburgh CPC are free of charge and open to all organisations and agencies who work in Edinburgh.

They are provided through a range of mediums ensuring that whatever an individual's role, working pattern, circumstances, or learning style, they should be able to access learning resources to support them in their responsibility for public protection:

- Online/self-directed
 - A range of online courses have been developed by the Public Protection Committees which are accessible on agency learning and development platforms. Further information provided below.
- Face to face/virtual courses and learning events
 - The [Public Protection Training Calendar](#) details all courses in the calendar year, both in person and virtual, enabling staff/volunteers to plan ahead and identify suitable opportunities.
 - Specific learning events may occasionally be hosted by the Child Protection Committee or events from other local or national services publicised by the

ECPC. These are advertised on the [ECPC Knowledge Hub](#). On occasion, emails are sent to central emailing lists within networks or organisations to flag something that is coming up.

- Tools and resources for self-directed learning
 - o A range of tools, such as staff briefings, are published by the Public Protection Committees when required. These may be in response to Learning Reviews, significant local or national developments. These are available to download from the [ECPC Child Protection for Professionals webpage](#) or the [ECPC Knowledge Hub](#).

Over the next few pages, you can find more detail about what is provided for different levels of staff/volunteers, using the categories outlined in the National Framework.

Wider Workforce

Our Aims for the Wider Workforce

<p>1. The wider workforce will be aware of nationally and locally accessible resources for Child Protection learning.</p>	<p>ECPC will develop a publicly accessible site for Public Protection advice and support.</p> <p>In the interim, ECPC will keep the current web-pages and ECPC Knowledge Hub up to date by cleansing every 6 months.</p>
<p>2. The wider workforce will know how to recognise the risk of harm and the types of abuse & neglect</p>	<p>ECPC L&D Strategy and National Framework will alert agencies and services to the level of training their staff require.</p> <p>ECPC L&D Sub-Committee will provide or signpost to basic Briefings for all-staff.</p>
<p>3. The wider workforce will be confident about how to report concerns.</p>	<p>ECPC L&D Strategy and National Framework will alert agencies and services to the level of training their staff require.</p> <p>ECPC L&D Sub-Committee will provide or signpost to basic Briefings for all-staff.</p> <p>ECPC will carry out relevant public campaign messaging.</p>

Who is in the Wider Workforce?	Child Protection Learning Responsibility	Method	Frequency
Workforce member of any public-facing service	<p>You can:</p> <ol style="list-style-type: none"> 1. Recognise and respond to concerns about harm or risk of harm to a child 2. Follow agency procedures 3. Record accurately 4. Know where to get advice and support 	<p>e-learning or other single agency learning opportunities</p> <p>Engaging with local campaigns and briefings</p>	Every 2 years or in line with your single-agency expectations

	In doing so you are upholding a child’s right to be safe and protected from harm (UNCRC Article 19)	Engaging with the publicly accessible resources highlighted in this Strategy. Other self-directed reading or learning.	
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Resources for the Public and the Wider Workforce

[Child Protection Scotland](#) is an excellent national resource for anyone worried about the safety or wellbeing of a child.

[NSPCC](#) also offer a range of advice and support on keeping children safe.

The Edinburgh Child Protection Committee hosts a number of useful web-based resource pages where anybody who is concerned about a child’s safety or wellbeing can access support and resources:

[Edinburgh Child Protection Committee](#)

[Resources for Professionals](#)

[Child Protection for Professionals](#)

The Edinburgh CPC is also committed to public communication and previous campaign resources can be accessed:

[Edinburgh All of Us](#)

[Edinburgh Talk PANTS](#)

In addition, there are a range of posters and leaflets available about different Child Protection issues, so if you are looking for something specific, please contact public.protection@edinburgh.gov.uk

General Workforce

Our Aims for the General Workforce

<p>1. The general workforce can access a dedicated Child Protection e-learning.</p>	<p>ECPC will develop a publicly accessible site for Public Protection advice and support.</p> <p>In the interim, ECPC will keep the current web-pages and ECPC Knowledge Hub up to date by cleansing every 6 months</p> <p>ECPC L&D Sub-committee will sign-post to relevant Child Protection e-learning that is free and nationally available (Children in Scotland, TURAS)</p>
<p>2. Agencies and Services who support the general workforce will have access to regular Child Protection updates.</p>	<p>There will be a quarterly newsletter from the ECPC L&D Sub-committee published on ECPC platforms for distribution by agencies and services.</p> <p>ECPC L&D Sub-Committee will provide briefings to all-staff following learning from local Learning Reviews, where children die or are significantly harmed and there is wider multi-agency learning to improve recognition or response.</p>

Who is in the General Workforce?	Child Protection Learning Responsibility	Method	Frequency
<p>In addition to be providing a public-facing service, people in this category may carry out some direct contact with children, young people, families or other protected groups.</p>	<p>You can:</p> <ul style="list-style-type: none"> Recognise indicators of harm or neglect and other cross-cutting factors effecting children and their families Respond to concerns about harm or risk of harm to a child or young person by understanding who your Child Protection Lead/Coordinator is and how to get hold of them Understand Child and Adult Protection systems and follow your agency's Child Protection Procedures and the Multi- 	<p>Level 1 Public Protection e-learning or other single agency learning opportunities.</p> <p>Engaging with the publicly accessible</p>	<p>Every 2 years or in line with your single-agency expectations</p>

	<p>Agency Child Protection Procedures for Edinburgh and the Lothians</p> <ul style="list-style-type: none"> • Respond in a child-centred manner to disclosures of abuse or harm • Understand principles of record-keeping and information-sharing, confidentiality and consent in child protection • Know how and when to get advice and support or refer a child protection concern <p>In doing so you are upholding:</p> <ul style="list-style-type: none"> • a child’s right to be safe and protected from harm (UNCRC Article 19) • noticing, listening to and communicating with children (UNCRC Article 12) 	<p>resources highlighted in this Strategy.</p> <p>Progressing self-directed learning through the quarterly newsletter, in discussion with your line manager or Child Protection Lead.</p> <p>Other self-directed reading or learning.</p>	
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Resources and Learning for the General Workforce

In addition to the resources highlighted to the Wider Workforce, the Edinburgh Child Protection Committee endorses a range of introductory and awareness raising learning hosted by [Children in Scotland](#). It is necessary to sign up for a free account to access these short courses.

The Edinburgh Child Protection Committee also promotes Level 1 Child Protection and Adult Protection e-learning courses that are publicly available through NHS Education Scotland’s single unified learning platform [TURAS](#). An account is required, but it’s free to sign up for anyone with an email address.

Further, the Edinburgh CPC is also working on making a local Level 1 Public Protection e-learning module available.

The Edinburgh Child Protection Committee develops one-page 7 Minute Briefings on key practice issues. These will be available for individuals and Teams on the Knowledge Hub and [Child Protection for Professionals](#) webpage.

The Edinburgh Child Protection Committee hosts a members-only [ECPC Knowledge Hub](#). This acts as a platform to share Child Protection news, events, learning opportunities, research, tools & resources across the multi-disciplinary partnership. Please see Appendix 2 for details of how to join the ECPC Knowledge Hub for free.

The annual Edinburgh Public Protection Inter-Agency Training Calendar includes some awareness raising courses for the General Workforce. Particularly around:

Domestic Abuse

Commercial Sexual Exploitation.

Specific Workforce

Our Aims for the Specific Workforce

<p>1. The specific workforce can access a relevant, dedicated, locally specific Child Protection learning.</p>	<p>ECPC L&D Sub-committee will carry-out a Learning Needs Analysis across the multi-agency on a 3-year basis.</p> <p>This will be used to re-develop the Multi-Agency Child Protection Learning Opportunities.</p> <p>ECPC L&D Sub-committee will sign-post to relevant specific workforce Child Protection e-learning that is free and nationally available (TURAS)</p> <p>The new web-platform Mylearninghub.bookings will offer an accessible, self-service Child Protection learning menu and booking service.</p>
<p>2. Agencies and Services who support the specific workforce will have access to regular Child Protection updates.</p>	<p>There will be a quarterly newsletter from the ECPC L&D Sub-committee published on ECPC platforms for distribution by agencies and services.</p> <p>The ECPC L&D Sub-Committee will provide briefings to all-staff following learning from local Learning Reviews, where children die or are significantly harmed and there is wider multi-agency learning to improve recognition or response.</p>
<p>3. Multi-agency children's service learning will be coordinated to ensure consistent messaging</p>	<p>The ECPC L&D Sub-Committee will liaise closely with single agencies, the Children's Partnership, Adult Protection Committee, Equally Safe Edinburgh Committee, Drug & Alcohol Partnership, Offender Manager Committee, and Trauma-Informed & Responsive Practice network to ensure consistent messaging.</p>

Who is in the Specific Workforce?	Child Protection Learning Responsibility	Method	Frequency
<p>All staff who, as part of their role, routinely work directly with children or their family. People in this workforce group are likely to require a PVG for work with children or protected adults and are routinely recording and using the 5 GIRFEC questions to support a child's general wellbeing.</p>	<p>You can:</p> <ul style="list-style-type: none"> • Recognise aspects of child wellbeing and the impact on development and use the GIRFEC National Practice Model to evidence and support intervention. • Apply a working knowledge of how complex and cross-cutting environmental, family and individual factors may contribute to increased risk of harm, including parent's own adverse experiences and health. • Respond to concerns about harm or risk of harm to a child or young person by understanding who your Child Protection Lead/Coordinator is and how to get hold of them • Understand Child and Adult Protection systems and follow your agency's Child Protection Procedures and the Multi-Agency Child Protection Procedures for Edinburgh and the Lothians • Respond in a child-centred manner to disclosures of abuse or harm confidently seeking their views and keeping them informed • Understand principles of record-keeping and information-sharing, confidentiality and consent in child protection • Know how and when to take immediate or emergency actions to protect children and young people <p>In doing so you are upholding:</p> <ul style="list-style-type: none"> • A child's right to information (art 17) • a child's right to be safe and protected from harm (UNCRC Article 19) 	<p>Specific Workforce training delivered single-agency or multi-agency (previously known as Level 2)</p> <p>Regular Child Protection Updates available through single-agency Child Protection leads.</p> <p>Self-evaluation and self-directed learning in line with personal professional development agreed between yourself and your line manager will be important at this level.</p> <p>Engaging with the publicly accessible Multi-Agency updates and resources highlighted in this Strategy.</p>	<p>Every 2 years or in line with your single-agency expectations</p>

	<ul style="list-style-type: none"> • noticing, listening to and communicating with children (UNCRC Article 12) • rights to protection from specific harms (arts 32-36) • a child’s right to support and care (art 39) 	<p>Engaging with learning opportunities within the quarterly newsletter, in discussion with your line manager.</p> <p>Reflecting on learning from Learning Reviews and other national thematic reviews.</p> <p>Other self-directed reading or learning.</p>	
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Resources and Learning for the Specific Workforce

In addition to the resources and learning offered in the previous section, the Specific Workforce will be offered opportunities for regular Child Protection learning intended to develop knowledge, understanding, skill and competence in this area of practice. While Employers are responsible for providing this and require to assure the Edinburgh Child Protection Committee that essential learning is in place, there are a range of multi-agency learning supports also offered.

The Edinburgh Child Protection Committee will offer introductory Child Protection learning, which should be carried out for members of staff that are new or returning to the Specific Workforce after a break. This will provide staff with the basic skills and principles of the child protection system and equip them to take on these roles. Core Child Protection learning can be booked through the Inter-Agency Training Calendar.

The Edinburgh Child Protection Committee also promotes Level 2 Child Protection e-learning courses that are publicly available through NHS Education Scotland's single unified learning platform [TURAS](#). An account is required, but it's free to sign up for anyone with an email address.

Following completion of introductory Child Protection training, the annual Edinburgh Public Protection Inter-Agency Training Calendar offers an extensive range of thematic or issue-based learning that the Specific Workforce, such as:

Risk Assessment	Honour Based Abuse
Neglect	Domestic Abuse
Disability	Vulnerability of Babies
Child Exploitation	Involvement in statutory systems
Substance Use	Equalities

(These themes and resources are reviewed regularly and are subject to change)

The Edinburgh Child Protection Committee also holds a series of stand-alone online or in-person briefings and events throughout a calendar year on thematic or pertinent issues. These will be advertised on the [ECPC Knowledge Hub](#).

Events and opportunities offered by partner agencies or national bodies will also be publicised on the Knowledge Hub.

Intensive Workforce

Our Aims for the Intensive Workforce

<p>1. The intensive workforce can access a relevant, dedicated, locally specific Child Protection learning.</p>	<p>ECPC L&D Sub-committee will carry-out a Learning Needs Analysis across the multi-agency.</p> <p>This will be used to re-develop the Multi-Agency Child Protection Learning Opportunities, offering varied advance practice opportunities, either as standing courses or particular projects.</p> <p>The new web-platform Mylearninghub.bookings will offer an accessible, self-service Child Protection learning menu and booking service.</p> <p>The ECPC L&D Sub-Committee will provide briefings to all-staff following learning from local Learning Reviews, where children die or are significantly harmed and there is wider multi-agency learning to improve recognition or response.</p>
<p>2. The intensive workforce will be updated on national opportunities for Child Protection learning.</p>	<p>The ECPC L&D Sub-Committee will use newsletters and other communications to sign-post specialist training and learning opportunities offered by national groups and services.</p>
<p>3. Child Protection will link closely with other advanced skills such as Trauma Informed and Responsive Approaches (TIRA), leadership and people management.</p>	<p>In advanced learning opportunities, there will be greater signposting to the links with other advanced practice skills.</p>

Who is in the Intensive Workforce?	Child Protection Learning Responsibility	Method	Frequency
<p># Experienced practitioners in a broad range of roles.</p> <p>They often already hold vocational or academic qualifications.</p> <p>They are regularly involved in the management of assessment and planning for children, young people and their families, including risk assessment.</p> <p>Some intensive workforce staff are people managers or decision makers for Wider, General or Specific Workforce colleagues and require to be able to act on information shared with them from other parties.</p>	<p>You can:</p> <ul style="list-style-type: none"> • Recognise aspects of child wellbeing and the impact on development and use the GIRFEC National Practice Model to evidence and support intervention. • Apply theory to practice in addressing complex and cross-cutting environmental, family and individual factors and how they may contribute to increased risk of harm • Use trauma-skilled approaches with children, young people or their families. • Employ a range of appropriate assessment tools and produce, strengths-based, needs-led assessments, including the identification/assessment of risk • develop, record, implement and review child/family support plans, lead/drive/plan implementation, monitor and review outcomes, challenging others where required • Maintain a working knowledge of national legislation/policy, procedures and guidelines and corresponding local policies/procedures/protocol and guidance relevant to the role of protecting children, including statutory powers and duties • Embody skills in listening, engaging and involving children and their family in a strengths-based approach to welfare and protection and safety planning and/or where there is a disclosure of abuse or harm. • Understand principles of record-keeping and information-sharing, confidentiality and consent in child protection • Understand and accept the different roles that practitioners play in formal public protection processes, 	<p>Intensive Workforce training delivered single-agency or multi-agency (previously known as Level 4)</p> <p>Self-evaluation and self-directed learning in line with personal professional development plans will be vital at this level to enable a personalised approach to your learning.</p> <p>Regular Child Protection Updates available through single-agency Child Protection leads or the Multi-Agency resources provided below.</p> <p>Child Protection and IRD Practice Development Opportunities.</p> <p>Engaging with the publicly accessible Multi-Agency updates and resources highlighted in this Strategy.</p>	<p>Every 2 years or in line with your single-agency expectations</p>

	<p>coordinating multi-agency interventions and chairing or contributing the multi-agency meetings</p> <ul style="list-style-type: none"> • Produce timely and accurate reports that pull on skills, expertise and engagement with children, young people and those who are important to them • Employ different approaches to intervention and ensure best practice • Ensure effective multi-agency collaboration to review and revise intervention plans to best meet the needs of a child • Contribute to their own and others' practice development • Provide leadership, support and reflective supervision to colleagues and contribute to team or service practice development, where required. <p>In doing so you are upholding:</p> <ul style="list-style-type: none"> • A child's right to information (art 17) • a child's right to be safe and protected from harm (UNCRC Article 19) • noticing, listening to and communicating with children (UNCRC Article 12) • rights to protection from specific harms (arts 32-36) • a child's right to support and care (art 39) 	<p>Engaging with learning opportunities within the quarterly newsletter, in discussion with your line manager.</p> <p>Reflecting on learning from Learning Reviews and other national thematic reviews.</p>	
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Resources and Learning for the Intensive Workforce

In addition to the range of learning opportunities already outline, intensive workforce staff have the opportunity to become involved in leading or facilitating multi-agency reflective practice events based on a practice situation or particular topic of interest.

There are also specific learning opportunities for IRD Decision-makers through termly multi-disciplinary IRD Workshops.

Some other one-off events offered by the ECPC Learning plan or other local/national providers are targeted at leaders and decision makers also. These will be publicised on the [ECPC Knowledge Hub](#).

The Learning & Development Sub-Committee is keen to develop further advanced practice opportunities at a multi-disciplinary level and would welcome any other ideas or concepts staff members have.

Booking on a Multi-Agency Event

All prospective applicants from the public, private and third sectors across Edinburgh will have equal opportunity and entitlement to secure places.

Bookings are currently managed by NHS Lothian Public Protection administrator and you should contact Training.ChildProtection@nhslothian.scot.nhs.uk providing your name, job title, organisation and email address.

The learning opportunities are developed by providing a balanced quota of places for NHS, City of Edinburgh Council, Police, HSCP and voluntary or private sector staff. Places are offered on a first-come-first served basis within each sector and a reserve list is operated, where course become over-subscribed.

Some inter-agency child protection learning and development opportunities / courses require the applicant to have undertaken prior learning. Should a delegate require to undertake prior learning before attending an inter-agency child protection course, this will be stipulated in the Calendar and detailed instructions provided as part of the joining instructions.

All course materials can be downloaded on the [ECPC Knowledge Hub](#), within the Multi-Agency Training Course Material Folder.

Evaluation

The Child Protection Learning and Development Sub-Committee will carry out ongoing review of the effectiveness of interagency learning and development activity, including both analysis of the impact of specific courses as well as ongoing consideration of attendee feedback. This will inform the development and review of the learning opportunities provided.

The Learning and Development Sub-Committee quality assurance process will address the relevance, currency and accuracy of course material and the quality of training delivery by applying the following standards:

- All attendees on CPC training events will be requested to complete a post course evaluation and an impact evaluation form. The completed forms will be reviewed by the Sub-Committee every 6 months - any areas for improvement and development will be communicated to the trainer.
- All commissioned trainers will be observed by a member of the Learning and Development Sub-committee or another subject matter expert on a

bi-annual basis. The trainer will be provided with verbal or written feedback, as appropriate.

- If the minimum standards are not met the CPC Lead Officer will report any concerns to the trainer within seven days. It is expected that the trainer will amend their delivery in light of evaluation. The training will then be evaluated again on a further occasion.

Annual Reporting

The Learning & Development Sub-Committee reports to ECPC on a regular basis around new or pertinent issues with the Learning & Development Strategy and Planning.

The Learning & Development Sub-Committee will provide a written report on an annual basis, including qualitative and quantitative data analysis and the impact on continuous improvement for the workforce.

This reporting will be based on the strategy set out in the pages above and the learning opportunities delivered to meet these commitments.

Appendix 1: Policy, Procedure, Legislation & Guidance

Legislation:

- [Abusive Behaviour and Sexual Harm \(Scotland\) Act 2016](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Air Weapons, and Licensing \(Scotland\) Act 2015](#)
- [Anti-social Behaviour \(Scotland\) Act 2004](#)
- [Antisocial Behaviour, Crime and Policing \(Scotland\) Act, 2014](#)
- [Children \(Scotland\) Act 1995](#)
- [Children’s Hearings \(Scotland\) Act 2011](#)
- [Children & Young People \(Scotland\) Act 2014](#)
- [Children \(Scotland\) Act 2020](#)
- [Children \(Equal Protection from Assault\) \(Scotland\) Act 2019](#)
- [Criminal Justice and Licensing \(Scotland\) Act 2010](#)
- [Domestic Abuse \(Scotland\) Act 2011](#)
- [Domestic Abuse \(Scotland\) Act 2018](#)
- [Domestic Abuse \(Protection\) \(Scotland\) Act 2021](#)
- [Female Genital Mutilation \(Protection and Guidance\) \(Scotland\) Act 2020](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [Human Trafficking and Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act 2003](#)
- [Prohibition of Female Genital Mutilation \(Scotland\) Act 2005](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection from Abuse \(Scotland\) Act 2001](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [Social Work \(Scotland\) Act 1968](#)

National Guidance, strategy, policy and procedure documents:

- [Adult Support and Protection: Ensuring Rights and Preventing Harm \(2013\)](#)
- [Adult Support and Protection \(Scotland\) Act 2007 Codes of Practice \(2022\)](#)
- [Equally Safe: Scotland’s strategy for preventing and eradicating violence against women and girls \(2018\)](#) (Scottish Government & COSLA - *soon to be replaced by the 2023 version*)
- [Multi-Agency Practice Guidelines: Preventing and Responding to Forced Marriage – update 2014](#) (Scottish Government)
- [National Framework for Child Protection Learning & Development in Scotland](#) (Scottish Government (2012))
- [The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage](#) (UK Government, 2014)
- [Transforming Psychological Trauma: A Skills and Knowledge Framework for The Scottish Workforce, 2017](#)

- [National Action Plan to Prevent and Tackle Child Sexual Exploitation](#) (The Scottish Government, 2016)

Local Guidance, strategy, policy and procedure documents:

- [Adult Support and Protection Policy for Social Care Staff, City of Edinburgh Council \(2017\)](#)
- [Adult Support and Protection Procedures for Social Care Staff, City of Edinburgh Council \(2016\)](#)
- [Edinburgh and the Lothians Interagency Procedures for the Protection of Girls and Women at Risk of Female Genital Mutilation \(FGM\)](#)
- [Edinburgh Domestic Abuse Housing Policy](#)
- [Edinburgh's Multi-Agency Domestic Abuse Policy \(2022\)](#)
- [Forced Marriage Policy, City of Edinburgh Council, 2023](#)
- [GIRFEC National Practice Model, Policy Statement and Practice Guides \(2022\)](#)
- [Inter-agency Child Protection Procedures Edinburgh and the Lothians \(2015\)](#) (*soon to be replaced by 2023 version*)
- [National Guidance for Child Protection in Scotland \(2021\)](#)
- [Multi-Agency Support Protocol for Victims of Human Trafficking, City of Edinburgh Council](#)
- NHS Lothian Child Protection Procedures (2016) *
- NHS Lothian Adult Support & Protection Procedures (2023) *
- [Stronger Together: Guidance for Women's Services on the Inclusion of Transgender Women](#) (Second Edition, 2015: LGBT Youth Scotland; LGBT Domestic Abuse Project and Scottish Trans)

* Can be accessed by NHS Lothian Staff on the Intranet only.